|  |
| --- |
| **Level 3 - Grade 3**  Students’ were asked to complete a recount on our Sovereign Hill Excursion. They were given several sessions to complete a draft, edit their work and complete a good copy. During the sessions the teacher reminded them when certain stages of their work should be completed, helping them manage their time. They inserted photos from the excursion and related Clipart and were encouraged to change the font, background and colour to make it attractive.  The checklist below has been completed by your child’s teacher to show what your child achieved after completing their recount.  Name: Jessica  The highlighted boxes show the criteria which was demonstrated in this students recount piece. |
| |  | | --- | | **E: Well Below Standard** | | Written a short text that meets the purpose of the task and correct audience. | | Used strategies to revise their writing e.g. reading aloud, used feedback from others. | | Correct use of capital letters, full stops and question marks most of the time. | | Correct spelling of unfamiliar words, using knowledge of sound-letter patterns. | | **D: Below Standard** | | Written a short sequenced text that conveys the information to the known audience. | | They’ve selected appropriate content, form and vocabulary to inform the audience of their recount experience. | | Appropriate structures have been used to organise the subject matter. | | Ideas have been linked in a variety of ways; pronouns, conjunctions and adverbial phrases indicating time and place. | | They have accurately spelt frequently used words, made use of spelling patterns to make plausible attempts at spelling unfamiliar words. | | Capital letters, full stops and question marks have been used correctly. | | Their work has been re-read and a range of editing resources has been used to revise and clarify meaning. | | They have written upper and lower case letters legibly with consistent size, slope and spacing. | | **C: At Standard** | | Composed a short, sequenced factual text in print/electronic form. | | Related events, linked in sequence, to convey meaning to the audience. | | Used simple and some compound sentences. | | Correctly joined sentences with appropriate conjunctions. | | Effective vocabulary to convey meaning, including nouns, verbs and adjectives. | | Correct spelling of most frequently used words and has made attempts to spell words with more complex spelling blends. | | **B: Above Standard** | | Composed a short recount of more than one paragraph describing their experiences. | | Appropriate ordering of events in print or electronic text. | | Compound sentences linking two events, with correct use of verb tenses. | | Correct use of full stops and question marks, experimentation with other punctuation e.g. commas, quotation marks. | | **A: Well Above Standard** | | The recount has a clear purpose, to describe their experiences. | | Composition of three or four logically ordered paragraphs. | | Created a story that keeps in mind that their audience will have different needs and interests than themselves e.g. know who Luke Skywalker is. | | Used a combination of writing and pictures to tell their story. | | Correct spelling of two-syllable words with regular patterns, and plausible attempts at spelling two-syllable words with irregular spelling patterns. |   Teacher comment: It was great to see Jessica using paragraphs and sequencing events correctly. Her slideshow was well thought out and finished to a 5 star standard. It was entertaining to watch a presentation with sound effects and animations, also making it personal by including our photos. Well done. |